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ABSTRACT

This final performance report provides project outcome information and data to the U.S. Department of Education for the federally-funded Library Literacy Program. The Stratford Library Association (Connecticut) conducted a project that involved recruitment, retention, training, basic literacy, collection development, tutoring, intergenerational/family, and English as a Second Language (ESL) programs. The project served a community of 100,000-200,000, and targeted workforce/workplace learners, intergenerational/families, ESL, and learners in adult education and literacy classes. Tutoring was done one-on-one and in small groups, using the Literacy Volunteers of America (LVA) method. The project served 338 adult learners, and provided 890 hours of direct tutoring service. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; a comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Appendices include newspaper articles; program brochures and flyers; thank-you letters from students; and a bibliography of books, tapes, and software, arranged by topic. (SWC)

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Stratford Library Assocation, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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Stratford Library Association
2203 Main Street
Stratford, CT 06468

Barbara Moren
203-385-4164

Grant Number R167A20401

Grant Award: $33,663

Amount Expended: $33,663

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
_x_ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

_X_ Recruitment
_x_ Retention
___ Space Renovation
___ Coalition Building
___ Public Awareness
_X_ Training
___ Rural Oriented
_X_ Basic Literacy
___ Other (describe)_____
_x_ Collection Development
_x_ Tutoring
___ Computer Assisted
___ Other Technology
___ Employment Oriented
_x_ Intergenerational/Family
_x_ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
_x_ Workforce/Workplace
___ Inmates of Correctional Institutions
_X_ Other (describe) Learners in Adult Education and Literacy Classes
___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
_x_ Intergenerational/Families
_x_ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

___ Laubach _X_ LVA ___ Michigan Method
___ Orton-Gillingham ___ Other (describe)

5. If this project involved tutoring, how was it provided? (check as many as applicable)

X one-on-one tutoring X small group instruction
___classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? X yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

Test Results - Averages

New students - MEAD results: 3-4 grade reading level.
ESLOA results: level 2 (practical vocabulary; but no grasp of grammar)

After 20-30 hours of tutoring (65% of the students received this much instruction):
CAPP results: 5-6 grade reading level.

After 40-60 hours of tutoring (26% of the students received this much instruction):
CAPP results: 7 grade reading level.

Tests Used

Although the CAPP (Connecticut Adult Performance Program) test is preferred in Connecticut, the PATH coordinator felt this test was too intimidating for new students and might discourage them from continuing in the program. Instead she administered the MEAD (a basic reading test) or the ESLOA (an English as a second language test) to new students. She did, however, give the CAPP test to students after they had received 20-30 hours of instruction and again after 40-60 hours of instruction.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? ___ yes X no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

X bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
X recruitment brochure
___ resource directory
___ evaluation report
___ survey
___ newsletter(s)
___ other (describe)
_____
_____

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 338
Of those served, how many received direct tutoring service? 31
How many hours of direct tutoring service did they receive? 890
How many new volunteer tutors were trained? 11
How many current volunteer tutors received additional training? 8
How many volunteer tutors (total) were involved? 24
How many non-tutor volunteers were recruited? 6 (strictly for childcare)
How many service hours were provided by non-tutors? 124
How many librarians were oriented to literacy methods, materials, and students? N/A
How many trainers of tutors were trained? N/A

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]

Part III: Narrative Report

1. GOALS

A. Lifelong Literacy Program

(1) Barbara Moren conducted 36 on-site and off-site class visits with a total of 295 contacts with students enrolled in Workplace, Continuing Education and Evening High School classes. She also conducted four computer training classes for 12 adults. The project goal was to reach 344 adult learners (a number derived from program enrollments). Class attendance at these programs, however, varied; thus, the number or students contacted was lower than anticipated.

(2) 87% of the students participating in the visits asked real life questions. Over 95% of these questions were answered with library materials or referrals.

Students enrolled in the Pre-GED Program at Stratford High School and the LVA Workplace Literacy programs received on-site visits only. The Pre-GED Program is computer-based and attendance is irregular, making class visits to the library nearly impossible.

The Workplace Literacy programs were more structured, but company release time was not available for visits to the library. However, all of the workplace students' real life questions were

answered. Ms. Moren photocopied and mailed appropriate articles, flyers, or referrals to the students. This material could then be incorporated into their reading and English lessons.

(3) Circulation of Adult Basic Education (ABE) Materials increased by 35% from September, 1992 to September, 1993 (from 940 items 1992 to 1265 items in 1993). Although this is a healthy increase, it is lower than the 100% increase projected. ABE circulation has, however, increased by 100% since October of 1991.

(4) Although, it is difficult to determine precisely how many students returned on their own to the library. Anecdotal evidence from teachers and a sampling of library card use indicates that anywhere from 25% to 60% of the students did return independently.

B. Parents as Teaching Heroes (PATH)

(1) With a total of 31 learners in the PATH program, the numbers have far exceeded expectations. Of the 31 learners, eight have received more than 50 hours of tutoring (based on two hour sessions); five additional learners received 30-49 hours of tutoring. Two learners have each received 71 hours of tutoring.

When the program began in November 1992, there were four learners left from the previous year. Three returned and one is still with the program as

of September 1993.

(2) From the initial three learners the PATH program has grown to 14 (who attend on a regular basis) as of the end of September 1993. During the year PATH has had an additional 14 mothers and fathers who have stayed for a portion of the year and needed to leave for several reasons, such as:

> returning to work.

> changing work shifts.

> staying at home with a new born child.

> leaving the area.

(3) Although the CAPP (Connecticut Adult Performance Program) test is preferred in Connecticut, the PATH coordinator felt this test was too intimidating for new students and might discourage them from continuing in the program. Instead she administered the READ (a basic reading test) or the ESLOA (an English as a second language test) to new students. She did, however, CAPP students after they had received 20-30 hours of instruction and again after 40-60 hours of instruction.

Test Results - Averages

New students - READ results: 3-4 grade reading level.

ESLOA results: level 2 (practical vocabulary; but no grasp of grammar).

After 20-30 hours of tutoring (65% of the students received this much instruction) -

CAPP results: 5-6 grade reading level.

After 40-60 hours of tutoring (26% of the students received this much instruction) -

CAPP results: 7 grade reading level.

(4) Of the 19 tutors (six volunteers were non-tutors who worked directly with the children and five tutors came in only for a very short time - 10 hours or less - or for specific reasons such as tutoring a particular student in math); 11 were tutor trained in Literacy Volunteers of America's "Basic Reading" or "English as a Second Language".

The six volunteers who worked with the children were given guidance and direct help by the project coordinator, who is also an early childhood specialist. Three of the six volunteers were former teachers of children. Two of the remaining three were parents and/or grandparents of young children.

(5) Each week the learners and their children (as well as some of the tutors and childcare helpers) went to the Stratford Library for a story hour given by the Children's Department of the library. Children and parents participated in games, songs, poetry and listening.

In addition, many of the parents used the time at the library, either before or after story hour, to

peruse the books, look up pertinent information, or take out books.

Almost all of the learners had a tour of the library given to them by the Reference Librarian, Barbara Moren. They were introduced to the new online catalog and shown library resources. Literacy students and teachers were predominantly interested in literacy materials; however, math books and many children's books were also borrowed.

(6) Four parenting workshops were presented to the learners. The workshops were contracted from the staff of Parent's Place, a parenting drop-in and workshop center. The workshops covered developmental needs of young children, self esteem, dealing with problems, and positive discipline. The workshops were designed so that parents had active participation amongst themselves and with the workshop leader. A text was used to prepare the learners for the next workshop. In some cases learners read this text with their tutors.

2. EXPENSES

Salary and Wages	Proposed	Actual
Librarians	$4200.	$4939.54

Class visits (preparation and follow-up); material selection; computer purchase and setup (software selection, installation and setup) and project coordination required more time than projected.

Supplies	Proposed	Actual
Computer	$1800.	$2060.48

It is essential that an adult basic education computer be user friendly. For this reason Ms. Moren opted to purchase a Gateway 486 with ample space to store all the software programs on the hard drive. The extra funds spent insure that despite the disk space needed by programs, students will be able to easily access them thru a main menu.

Tutor Instructional Supplies

Proposed	Actual
$1570	$1130.50

The Developing Capable Workshop series, budgeted at $970, was released in 1993 on video tape. Purchase of this video series instead of paying for a workshop was not only cost effective; it allows a wider audience to

receive this education.

Student Instructional Supplies

	Proposed	Actual
	$575	$575.48

Contractual Services

PATH Coordinator

	Proposed	Actual
	$12,000	$12,006.72

Library Materials

	Proposed	Actual
	$4098	$5319.82

190 items (books, media and software) were purchased (Appendix D). Quality basic reading software was particularly expensive.

Other

Administration	Proposed	Actual
	$2820	$2080.46

The cost of an audit was avoided by not spending over $25,000 in the library budget year (July 1992 to July 1993).

LVA Tutor Training Workshop	Proposed	Actual
	$1500	$1500

Parenting Workshop	Proposed	Actual
	$500	$500

Rental of Classrooms

	Proposed	Actual
	$3750	$2700

The Sterling House Community Center was unable to lease space to PATH during the summer. The PATH program moved to Johnson Academy (part of the Stratford Public School System) for 10 session in the summer and no rent was charged.

Printing Costs	Proposed	Actual
	$250	$250

Local Transportation (Bus tokens)	Proposed	Actual
	$600	$600

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3. ACTIVITIES

A. Lifelong Literacy Program - Activities

(1) Designed and distributed over 200 flyers promoting library literacy services (Appendix B)

(2) Conducted 33 Class Visits and four Adult Basic Education Computer Training Classes:

November 9, 1992	Stratford Evening High School
November 16, 1992	Stratford Continuing Education English as a Second Language Basic and Intermediate Classes
November 17, 1992	Stratford Continuing Education Pre-Ged Classes and ESL Advanced Class at the High School
November 24, 1992	Stratford Continuing Education English as a Second Language Advanced Class
December 9, 1992	Stratford Continuing Education ESL - Beginner and Intermediate Classes.
December 10, 1992	Stratford Employment and Training
January 28, 1993	Emson Research - 3 Workplace Literacy Classes.
February 3, 1993	Emson Research - 4 LVA Workplace Literacy Classes.
February 23, 1993	Bead Industries - 1 LVA Workplace Literacy Classes.
March 3, 1993	Stratford Evening High School 12th grade.
March 17, 1993	Bead Industries - LVA Workplace Literacy - 2 classes.
March 24, 1993	Stratford Evening High School and Intermediate ESL Class.

March 31, 1993	Stratford Continuing Education ESL - Advanced visit.
April 7, 1993	Stratford Employment and Training visit.
April 20, 1993	South End Community Center Class Visit.
June 8, 1993	Parents as Teaching Heroes tour.
June 22, 1993	Parents as Teaching Heroes tour.
August 4, 1993	Adult Basic Education Computer Training Class
August 24, 1993	Adult Basic Education Computer Training Class.
September 21, 1993	Adult Basic Education Computer Training Class.
September 28, 1993	Adult Basic Education Computer Training Class.

At each visit students Mrs. Moren explained how the library has become a center for lifelong learning. She gave specific examples of interesting questions answered by Reference Librarians at the library, reassuring students that there are no foolish questions. The only foolish question is the question that isn't asked. Students were encouraged to formulate there own real life question. They were then shown how to use library computers and resources to answer these questions.

(3) Real Life Questions

Sample real life questions:

Where can I find a typewriter to use?

Where can I find day care for my child?

How can I find a job as a janitor?

Help understanding punctuation, quotations marks and question marks.

How do I get customers for my landscape business?

Do we have a special book for writing wills?

How do I paint my house?

What can I do to become a registered nurse in the U.S.?

What salary are used car salesmen paid?

What is the law on abortion in Connecticut?

Everything on Malcolm X.

What information do you have on premature babies?

How to get an alcoholic to admit or realize they have a problem?

Books on infant care.

Is it possible for a woman with an ovarian cyst to get pregnant?

Is it possible for people with bad diseases to get pregnant?

How to type - where to go for typing instruction.

How to repair cars - an easy book for women.

How can I improve my spelling?

I want to learn computer vocabulary.

Do you have any books for Polish speaking people?

How can I get information about working at home?

Books on planning weddings.

Answering these questions was the focus of the visits and tours. The librarians answered about 95% of the questions using library materials, referrals and interlibrary loans.

(4) Materials Purchased

The library purchased 190 items (Appendix D). First consideration was given to materials that answered student real life questions and requests by tutors and teachers.

(5) Adult Basic Education Computer

SLA purchased a Gateway 486 computer. All software programs were loaded on the hard disk and can be easily accessed by a menu.

An Adult Basic Education Computer training class was advertised (Appendix B) and four classes were scheduled. The most popular software programs thus far are Type to Learn, Mavis Beacon Teaches Typing, Career Finder, and Resume Processor.

B. Parents as Teaching Heroes - Activities

The recruiting of both parents and tutors was an on-going job. Parents were recruited from:

> the Stratford/Bridgeport Head Start Program (in September 1993 the program had three parents from Head Start).

> from contacts with a social worker in a Bridgeport Church working with Hispanic residents.

> the Stratford elementary schools.

> from the Literacy Volunteers of America's office list of clients.

In addition, the project coordinator attended meetings of the Community Organizations Council whose membership includes representatives from all community organizations. She also attended the Early Childhood Council in part to recruit new PATH participants.

Tutors were recruited from Literacy Volunteer of America - Greater Bridgeport (LVA) and from contacts made by the project coordinator:

> as a speaker at a retired teacher's meeting.

> at a Stratford Resource Fair, featuring all the community organizations.

> as a speaker at the Stratford Board of Education's annual PTA meeting.

The PATH program was held each Tuesday and

Thursday morning throughout the year (with the exception of two weeks at Christmas when the building was closed, school vacation weeks in February and April, and the three last weeks in August when the building was being cleaned).

Each session was three hours long with two hours devoted to tutoring the learners and one hour spent with the learners working and playing with their children and/or networking with parents in the program through informal conversations, guided workshops on specific topics, or informal discussions of particular problems shared by a few of the parents. Parenting books, specifically used by the PATH program, were displayed for parents to read there or to borrow and take home for one week.

On Tuesdays of each week, during the school year, the parents and children walked two buildings down to the Stratford Library for Story Hour. On Thursdays of each week, parents worked on a craft project, such as puppet or toy making or holiday decorations with their children. Many of these projects were tied into a piece of children's literature, such as the making of a soft sock snowman and reading the picture book The Snowman. Reading from the many children's books available was encouraged for the parents. This time was spent on enhancing parenting skills through direct instruction

and role modeling by the project coordinator and the child care helpers.

Special community people have been invited in to voluntarily speak with parents in an informal question and answer session:

- a woman gynecologist talked about women's health and specific problems of pregnancy.
- a public health nurse spoke to the learners about communicable diseases, such as TB and Aids.
- a woman came in to talk to the group about consumer math and getting better buys at the grocery store.

A workshop leader was contracted to do four workshops on parenting concerns.

Each program day started with a social breakfast-like atmosphere. Freshly make coffee and tea was made available along with a sweet treat and plenty of fruit (LVA funded this, not LSCA). Parents, tutors and often children gather to exchange "hellos" and "pleasantries" before tutoring begins.

4. ROLE OF THE LIBRARY

The Stratford Library contributed to this project in the following ways:

1. Administration of the grant and budget.
2. Coordination of grant activities.
3. Conducting story hours for PATH programs.
4. Implementation of the Lifelong Literacy component.
5. Selection, purchasing and processing of library materials.

5. CONTRIBUTING AGENCIES AND ORGANIZATIONS

Literacy Volunteers of America - coordinated and implemented the Parents as Teaching Heroes Program; and facilitated library visits to workplace literacy programs.

Sterling House Community Center - provided five rooms and playground facilities for the PATH program.

Johnson House at Stratford Academy (Stratford Public School System) - housed the PATH program for 10 sessions during the summer.

General Electric Employee Volunteers - initiated plans to renovated the children's PATH facilities at Sterling House.

Parent's Place - conducted parenting workshops.

The Stratford Continuing Education Department - encouraged teachers to participate in the Lifelong Literacy visits.

Bead Industries - facilitated Ms. Moren's visits to workplace literacy classes on company time.

Emson Research - facilitated Ms. Moren's visits to workplace literacy classes on company time.

Stratford Employment and Training - offered hours of class time for library visits.

6. SITES USED

Stratford Library Association
2203 Main Street
Stratford, CT

Sterling House Community Center
2283 Main Street
Stratford, CT

Johnson House at Stratford Academy
719 Birdseye St
Stratford, CT

Stratford High School
45 N. Parade St.
Stratford, CT

Bead Industries, Inc.
110 Mountain Grove
Bridgeport, CT

Emson Research Inc.
1100 Boston Ave.
Bridgeport, CT

7. Impact on the Ongoing Program

Stratford Library Association is a regional source for Adult Basic Education Materials:

> Students enrolled in a New Haven based English as Second Language certification program use SLA materials for papers and classroom presentations.

> Teachers from the International Institute, Bridgeport Adult Education, Mercy Learning Center and Bullard Havens Technical School in Bridgeport use and recommend SLA materials.

Federal LSCA funds impact the adult students:

> PATH participants who otherwise would not have entered a library now regularly attend story hours there.

> Adult learners who did not have library cards, or rarely used the ones they had, now have the opportunity to get a card and use it to borrow books and materials.

> Adult learners were unaware of the resources available at the library. They are now familiar with them and know that the library is a place to go when they have questions. Many use material to supplement their classroom instruction.

The grant has impacted regional literacy tutoring:

> Teachers and tutors became aware of the library resource for their students. Initially, Ms. Moren needed to convince teachers that a library visit would be beneficial. After participating in successful visits, however, several teachers initiated visits for the next semester.

> It has added a family literacy component to the community literacy services.

> It has provided an alternative location for literacy tutoring. While the Stratford Library has been used extensively with tutors and learners, Sterling house is a new venue.

The adult basic education computer empowers students:

> They learn new technology in a non-threatening atmosphere.

> They may now work independently on typing, reading, spelling, math, and life skills.

Appendix A
Newspaper Articles

LITERACY VOLUNTEERS of AMERICA Inc

The Bookmark

A publication of Literacy Volunteers of America--Greater Bridgeport

January, 1993

Kathy Fagella works with some of her young charges on recognizing shapes.

PATH — A New Coordinator and a New Home...

Kathy Fagella may know everyone in Stratford, but now she has a few more friends – a group of children and their mothers who come to the Sterling House in Stratford for the PATH program.

The Stratford native, an educator and teacher in both public and private settings, wanted to expand her horizons. While she had extensive early-childhood training, she was intrigued by helping both children and their mothers to learn to read and interact together.

The most rewarding aspect of her job is the "joy of seeing people make progress with the tutors and the realization that occurs when mothers realize "they are their children's first teachers."

And that's exactly what the acronym PATH — Parents as Teaching Heroes — should mean. The PATH program is funded through an adult literacy grant recently awarded to the Stratford Library Association. We salute Kathy and her assistants, all volunteers, in their efforts.

The PATH program is always looking for volunteers. The group meets Tuesdays and Thursdays at Sterling House from 9 a.m. to noon. If you're interested in volunteering, call 579-2208.

LVA Goes to Denver

Yolanda Pesquera, participant in the PATH program, and Sonja Ahuja, Workplace Program Director, represented the Greater Bridgeport affiliate at the National Conference for Literacy Volunteers of America held this past November in Denver, Colorado. They were among more than 900 delegates from throughout the United States to attend the two-and-one-half day event featuring workshops for professional and volunteer teachers, tutors and administrators in literacy programs.

Yolanda was the '92 recipient of LVA's Eleanor Arno Award granted annually to sponsor a learner as a delegate to the national conference. She attended the special track of learner oriented workshops offered for the first time at the '92 conference. In her comments to the LVA/GB board of directors, she described the experience by saying, "There was a lot of warmth and love there. Students really felt for each other and would do anything to help you." As our student delegate, Yolanda was very effective in networking on behalf of our program and returned with contacts, materials and many new ideas to enhance our efforts in family literacy and to bring students into affiliate activities.

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A Message from the President

The arrival of a New Year gives us a great opportunity to look back on our recent accomplishments as well as looking ahead to 1993. Thanks to the hard work of hundreds of dedicated volunteers, there's a lot to look at in both directions!

The past few months have included a wide variety of important initiatives:

• We conducted a meaningful conference on Family Literacy with the support of the legal community and a number of our sister agencies. This coincided nicely with the expansion of our efforts in this important area and the hiring of Kathy Faggella, our new Family Literacy Coordinator.

• Our Workplace and Community Literacy programs are continuing to produce tangible results, and the Board has put special emphasis on plans to improve the way we support our tutors and other volunteers, who are the lifeblood of our organization.

• We've had three successful fund–raisers (a pasta dinner, a Holiday card sale, and a theater performance). While there have been too many people involved to thank everyone individually, special thanks go to the Knights of Columbus—Park City Council, Jennifer Samor, Bruce Dubow, Vinny Faggella, and the Square One Theater for making these events happen.

• Our Program, Finance and Public Relations Committees, composed of Board members and volunteers, are each moving forward with enthusiasm and creativity.

• We've established a new Strategic Planning Committee, under the leadership of Bob Craig, to tackle the longer–term issues we need to understand and deal with in order to be effective in the future. This group will make a preliminary report to the Board this spring.

And that's just the past few months: fasten your seatbelts for 1993!

We expect that 1993 will be the most active year in the history of our organization. We have more volunteers, working on a wider variety of projects, than we've ever had in the past. And, as always, we need your help.

You can help no matter what your own talents, interests and availability might be — there are more than enough opportunities. Whether it's tutoring in one of our programs, helping to plan a fund–raising or program–related event, serving on a committee, writing grant proposals, or simply helping out at the office, making phone calls, or even just attending an event, you can make a difference.

If you're already involved in LVA, you can help even more by talking about LVA with a friend. If each of us could find just one more quality volunteer today, our ranks would be twice as strong tomorrow — and that would make a difference!

To find out more about how you or someone you know might be able to help us in the fight against illiteracy, just call our office at 579–2208 and let us know you're interested. I'm sure we can find a rewarding opportunity.

Best wishes for a great 1993 to you and your family.

Kenneth L. Weinstein

Ken Weinstein

Coming Soon to Your Mailbox!!!

THE PROBLEM: LVA needs volunteer help! Volunteers need to know how they can be of help to the organization!

NEEDED: A list of jobs and a list of available volunteers to fill those jobs and a way to match the two.

FIRST STEP: A survey will be sent to all volunteers at the end of January. The purpose of the survey will be to find out what volunteers would like to do to help LVA.

SECOND STEP: To create a database from the survey answers which will match LVA needs with volunteer abilities.

YOU CAN HELP!

Watch for the survey to appear in your mailbox.

Please complete and return the survey.

Be ready to answer the call when LVA needs your talents, skills, abilities, enthusiasm and dedication.

THE STRATFORD
Bard

THURSDAY, FEBRUARY 18, 1993

PATH

Project helps families read

By Dorothy P. Euerle
Bard Editor

Parents are their children's first and most important teacher. Helping families to break the cycle of illiteracy, is a new program, PATH - Parents As Teaching Heroes - taking place at Sterling House Community Center for parents with preschoolers. The project is sponsored by Literacy Volunteers of Greater Bridgeport and the Stratford Library Association. Kathy Faggella of Stratford is the project coordinator.

Activities are going on in several areas of the building. Tutors work with parents to help them achieve their personal goals. At the same time, in another area, their preschoolers, ages two to five, are being cared for and given the opportunity to play with other children, listen to stories, paint, do crafts, and play learning games.

Faggella said because a parent is a child's first and most important teacher, there is a time period for the parent and child to read, work and play together.

A story hour at Stratford Library on Tuesday is a fun part of each week, she added, as children and their parents were walking to the nearby library to join in the library's children's story hour. They also can use the library's materials.

Faggella explains the program was developed for the parent who wants to improve reading and writing skills, study for a GED (high school equivalency diploma), be better prepared to assist children with their homework, or for the foreign born learners, to speak English.

Testing is performed before and after to assess parents needs, to find out where they are and their individual needs, explained Faggella.

Parenting skills is a big part of the program, she added. Children's literature is available and, during the morning, parents are encouraged to read a story to their child. She re-emphasized the great influence parents have on their children's lives as their first teachers.

She had high praise for the volunteers who serve as tutors - some are retired teachers, others are college students. They come from Monroe, Trumbull, Bridgeport, and Stratford.

"Our tutors are wonderful, terrific," said Faggella.

"Right now, there are more tutors available than learners." She is eager to get the word out to the public about the availability of this free program. Flyers have been distributed to schools, churches and other public places and Faggella said she is very willing to speak to individual groups about the project.

"It's tough to get people, who would benefit from PATH, to commit," she said. Transportation is often a problem.

Language can be a barrier, preventing a parent from getting a job, said Faggella. Skills are needed to get a comparable job when they come here from another country.

Volunteers are needed to help provide a supportive environment for parents and their children to learn and grow together as a family unit, said Faggella.

Anyone who would like more information about the PATH program may contact Literacy Volunteers of Greater Bridgeport at 579-2208 or PATH Coordinator Kathy Faggella at 375-5711.

Photo by Dorothy P. Euerle

Parents As Teaching Heroes (PATH) project volunteer math tutor Dana Mastrony, a student at Sacred Heart University, works with parents on an algebra problem at Sterling House.

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PATH offers hope to parents, children

P-A-T-H. Parents as Teaching Heroes. This is the title of a new program housed by the Sterling Community House, to bring youngsters and their parents together reading. The Literacy Volunteers of Greater Bridgeport and the Stratford Library Association are sponsors of the project.

The concept is simple. Parents are the first and best teachers for children. They learn by example. If mom and dad are reading, the children will pick up a book as a matter of habit. What PATH tries to do is identify the reading skills of parents and work for improvement. Parents who want to help their pre-schooler, or want to help with homework, study for a high school equivalency or want to take English as a second language, can meet with the tutors in the program and map out a strategy.

The lessons and tutorials are reinforced by activities at the Stratford Library, such as the weekly story hour. Those in the program are allowed, also, to use any materials in the library to aid them in their sessions.

One of the major successes of the project is the group of volunteers project director Kathy Faggella has been able to collect. These hard-working individuals, coming from all walks of life, are eager to give of themselves to aid their charges.

The PATH program is a fine example of what can be done to curb the illiteracy rate in our area. It is unfortunate that adults learn too late the hard lesson that reading is the most important skill anyone can possess in today's world. With programs such as this, however, adults can not only help themselves and improve their reading skills, they can make sure their children are able to compete on equal footing with their peers.

Library visit puts student on job track

Tyrone Mendenhall's visit to the Stratford Library Association paid off as he pursues a new career.

Tyrone Mendenhall found a visit to the Stratford Library Association put him on a new career track. Mendenhall was a member of the Stratford Evening High School English classes when teacher Susan Nicolini-Saylor and principal Barbara Essery brought their adult students for a tour of the library facility.

Students researched "real life" questions as they learned to use SOLAR, the library's new, state-of-the-art online catalog. Specific questions about careers, car repair, pregnancy and child care were popular topics, according to Reference Librarians Barbara Moren and Ann Ciorciari, who served as guides for the special class visit. "It was particularly rewarding to see students so engrossed and interested in the materials they were finding," Moren said.

After his library experience, Mendenhall sent a letter to Moren revealing some good news for the student:

"I am writing you this letter to tell you thanks for the carpet installer's information. I went out and looked for a job installing carpet and found one. I am a carpet installer's helper and look foward to going to work now because I am learning a trade."

The Stratford Library Reference Department is staffed daily with trained professionals able to assist patrons on a one-to-one basis. For further information, call the library at 385-4164.

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Patrons are discovering the many merits of the new Adult Basic Education computer on display at the Stratford Library Association. Designed specifically for adult learners, the computer is located in the A.B.E. section in the library's main lobby

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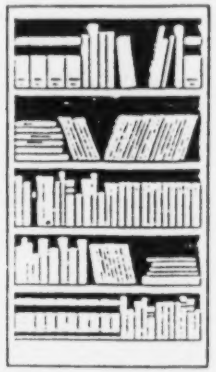
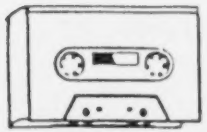
Appendix B
Flyers

STRATFORD
LIBRARY
ASSOCIATION

Over 300 Adult Basic Education
Books and Workbooks



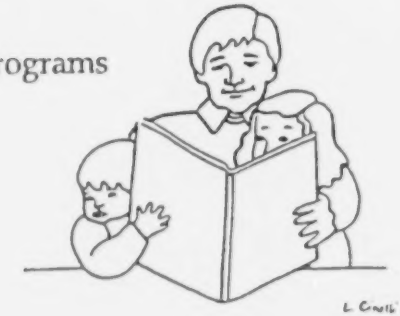


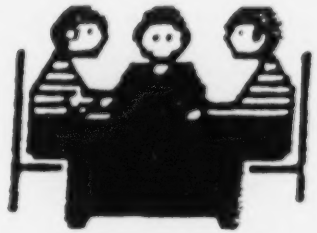
Videos

Books on Tape

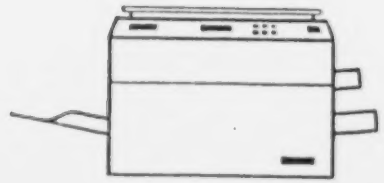
Computer & Software
for the
Adult Learner

Family Literacy Programs





Meeting Rooms



Free Copies for Tutors

Math

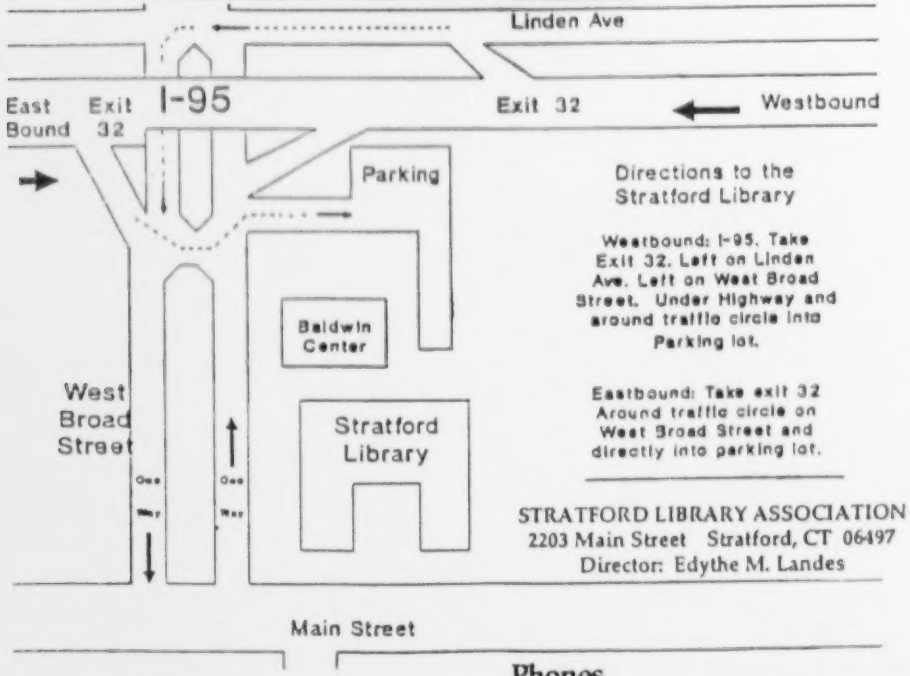
$1\frac{1}{2} \times 2\frac{1}{4}$

Reading

Aprenda Inglés

English as a Second Language

STRATFORD LIBRARY ASSOCIATION



Directions to the Stratford Library

Westbound: I-95. Take Exit 32. Left on Linden Ave. Left on West Broad Street. Under Highway and around traffic circle into Parking lot.

Eastbound: Take exit 32 Around traffic circle on West Broad Street and directly into parking lot.

STRATFORD LIBRARY ASSOCIATION
2203 Main Street Stratford, CT 06497
Director: Edythe M. Landes

Hours

Monday	10-8
Tuesday	10-8
Wednesday	10-8
Thursday	10-6
Friday	10-5
Saturday	10-5

Phones

385-4164	Literacy Services/Barbara Moren
385-4162	Room Reservations
385-4161	Information
385-4160	Circulation
385-4164	Reference
385-4165	Children's
385-4167	Young Adult

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ADULT BASIC EDUCATION MATERIALS & SERVICES

Life Skills

STRATFORD LIBRARY ASSOCIATION

ATTENTION: TUTORS & STUDENTS!

Learn to use our new

ADULT BASIC EDUCATION COMPUTER

Software programs include:

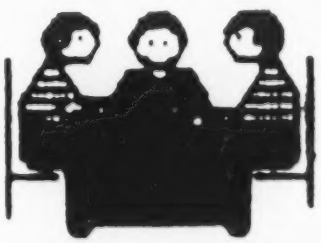
Math Blaster	Essential Grammar
Spell It	Managing a Checking Account
Word Attack	Mavis Beacon Teaches Typing
Fractions	Essential Punctuation

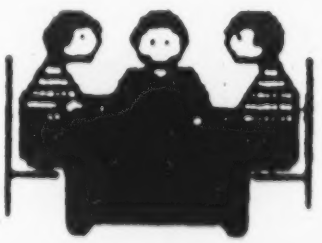
Class will be held:

Wednesday, August 4, 1993 7-8:30 pm
Stratford Library Association
Main Lobby
2203 Main Street
Stratford, CT

Class size is limited

Reservations required by calling
385-4162
Monday thru Thursday: 10-Noon





PATH

Parents As Teaching Heroes

is a program for parents with preschoolers

It is for YOU if:

You want to improve your **reading** and **writing** skills

or

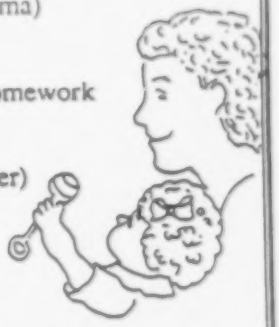
You want to study for your **GED** (high school equivalency diploma)

or

You want to be better prepared to **help your children** with their homework

or

You want to learn to speak **English** (for the foreign born learner)



- Tutors will work with you to help you achieve <u>your</u> personal goals!

- At the same time, your preschooler (aged 2-5) will be lovingly cared for and given the opportunity to play with other children, listen to stories, paint, do crafts, and play learning games!

- And because YOU are your child's first and most important teacher, there is time for you to read, work and play together, also.

- A Story Hour at Stratford Library is a fun part of each week! So join us for a cup of coffee (or tea), bring your preschooler, and do what you've only wished about.

Join us every <u>Tuesday and Thursday morning</u>, 9 am-12:00 noon

at

Sterling House Community Center

2283 Main St., Stratford

For more information call:

Kathy Faggella, Project Coordinator, 375-5711

This program is free and is sponsored by the Stratford Library Association and Literacy Volunteers of America.

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LITERACY VOLUNTEERS OF GREATER BRIDGEPORT

STRATFORD LIBRARY ASSOCIATION

P.A.T.H.

Parents As Teaching Heroes

This family literacy program is for parents of preschool children. With the help of individual tutors, the parents will improve their reading and writing skills, study English as a second language, prepare for the high school equivalency test (GED) or brush up on math skills to help themselves and their families.

The children of the P.A.T.H. parents are cared for while the parents study and are given the opportunity to play learning games, listen to stories, do craft projects, play outdoors with large motor skill equipment and have snacks. They attend a story hour each week at the nearby Stratford Library. Time is also provided for parents and children to interact and work and play together.

Tutors are an essential part of the P.A.T.H. program. The parents benefit from the one-on-one training they receive from having their own tutors. Tutors are rewarded with seeing the progress made by their learners.

To be a tutor, you must be available on Tuesday and/or Thursday mornings, sometime between 9:00 and 11:00. Tutoring time is usually 1 and 1/2 hours per session. P.A.T.H. is held at Sterling House Community Center on Main St. in Stratford. Training, in basic reading and English as a Second Language, is provided for tutors by Literacy Volunteers of America.

P.A.T.H. also welcomes volunteers who would like to work with the children. For more information, call 579-2208 or 375-5711.

.....

I wish to help as a volunteer:(Clip. Send to LVA office, 177 State St., Bridgeport, CT 06604)

☐ tutoring the adults in P.A.T.H

☐ working with the children in PA.T.H.

Name_____

Address_____

_____ Phone_____

Appendix C
Letters

March 2, 1993

Dear Mr. Ciocciari,

Thank-you very much for letting my English Class and I come and work on our research papers. I accomplished alot. You helped me so much If it wasn't for you I wouldn't have gotten any thing done. You showed me books on Stephen King's Exact ground that I never. Theard of. Now when I

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have to do another
research paper I will
know where to look
and how to look for it.

Yours Truly,
Jennifer Piel

March 22, 1993

Dear Ms. Moren & Ms. Ciocian

I want to thank you for letting the class and I to come to the library on Wed. night. Althourgh I was not there I missed a lot. The last time I was at the library you helped me a lot with research of Malcolm X and the books that I need. Again I want to Thank you

Yours Truly
Carlton Battle

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3-22-93

Dear, Ms Haren & Ms. Ciokiaki,

I would like to thank you both for helping me find some books about my term paper. Both of you helped me a lot because I never been there before. And I went back again without my class and I found a lot of things on my own thanks to you. And I even signed up for a library card.

Thank You
Portia Griffin

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March/22

Dear Ms. Morin,

I wanted to thank you for taking the time to help me look up my subject even though we didn't have the right topic (Cryogenics). I wanted to thank even more spending extra time in finding the right topic (Cryonics) and sending the printout of the listings. I really appreciate it.

Thank you,
Chad Stryker

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3/22/93

Dear Ms. Ciaciari

Thank you for helping my locate and find my books. So I would like to say thankyou very much.

Yours Truly,

Tim Powell

3-22-92

Dear Ms Moren and Ms Ciaccia

thank you for all your help. you were very helpfull and with your help the computers were easy to use.

Thank you,
P. Barreira.

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March 23, 1993

Dear Mrs. Moren,

Thank you for your time and patience. I visited the Stat. library with my class, and you helped me find a lot of information on my topic, and if I had to find all this information by myself, I don't think I could have found half of the information, that I now have.

Your Truly
Danielle Mello

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11 MARCH 22

Dear Ms. Mown,

I would like to thank you for helping me with the computer and showing me how to look up books.

I could only find one book but it had a lot of information that I could not find in any of the books I allready had.

Sincerely,
Wayne

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Appendix D
Bibliography

Stratford Library Association

Lifelong Literacy Project

Books, Tapes and Software for 1993*

CAREERS

Beginning Clerical Worker by John C. Czukor
Building Custodian, Building Superintendent, Custodian Engineer by Hy Hammer and Robert Padula
Electrician-Electrician's Helper by Rex Miller
The Electrician's Toolbox Manual by Rex Miller
Exploring Careers in Accounting by Lawrence Rosenthal
File Clerk-General Clerk by John C. Czukor
Finding a Job in the United States by Joan E. Friedenberg
Gardener, Grounds Maintenance Worker by Hy Hammer (351.3 G218)
The Guide to Basic Resume Writing by Public Library Association (ABE Life Skills)
How to Apply to American Colleges and Universities by Moya Brennan (ABE Life Skills)
How to Write a Winning Resume by Deborah Perlmutter Bloch
Mail Handler: Mail Processor by Eve P. Steinberg
The Mason's Toolbox Manual by David Tenenbaum
Mechanical Aptitude and Spatial Relations Tests by Joan U. Levy
The Minority Career Guide:What African Americans, Hispanics, and Asian Americans Must Know to Succeed in Corporate America by Michael F. Kastre
The Nursing Assistant's Written Exam: Easy Steps to Passing by Patricia A. Hoefler and Carol Jernigan
Office Aide by Hy Hammer
On the Job Activity Book: Readings in Real-Life Competencies by Larry Mikulecky (ABE Life Skills)
On the Job Activity Book Two: Readings in Real-Life Competencies by Larry Mikulecky (ABE Life Skills)
On the Job Activity Book Three: Readings in Real-life Competencies by Larry Mikulecky (ABE Life Skills)
Opportunities in Visual Arts Careers by Mark Salmon
Post Office Clerk-Carrier by Eve P. Steinberg
Practice for Clerical, Typing, and Stenographic Tests by Maryhelen H. Paulick Hoffman (351.3 C699)
Sanitation Worker by Hy Hammer (351.3 S227)
Workforce Literacy: Employment and Workplace Materials: A Guide to Recent and Recommended Books by Martha A. Lane
The Working Culture: Career Development for New Americans by David Hemphill and others
The Working Culture: Cross-Cultural Communication for New Americans by David Hemphill and others
Work-Wise: Tactics for Job Success by Frances A. Wiser
You're Hired!: Contemporary's Activity-Based Employment Program Vol. 1 & 2 and Teachers Guide by Marilyn Clark & Sarah Conroy

*Questions from students determined material selection.

Stratford Library Association

Lifelong Literacy Project

Books, Tapes and Software for 1993*

CARS/MOTORCYCLES

Auto Repair for Dummies by Deanna Sclar & Rich Hall (629.28 S68A)
Automobile Mechanics Certification Tests: Intensive Preparation for the Certification Program of the National Institute for Automotive Service Excellence (N.I.A.S.E.) by David Sharp
Automotive Technology: Theory and Service by Saverio G. Bono
Edmunds 20 Best Used Cars, Vans, and Trucks 1986-92
Fixing Your Car Reading Series by Charles Klasky
Keep Your Car Running Practically Forever: An Easy Guide to Routine Care and Maintenance by Morton J. Schultz (629.2872 S387K)
Motorcycle Restorer's Workshop Companion by Geoff Purnell
Studying for a Driver's License by Donald P. Joyce
The Weekend Mechanic's Auto Body Repair Guide by Robert Grossblatt & Billy Boynton
What's Wrong With My Car? by Bob Cerullo

COMPUTERS

Computer Illiterates' Guide by Marjorie Scott
The Idiot"s Guide to Personal Computers: Everything You Need to Know by Corinne Duneau
Keystrokes to Literacy: Using the Computer as a Learning Tool for Adult Beginning Readers by Antonia Stone

ENGLISH

Basic English Grammar by Bonnie L. Walker
The English Blunders Game, Volume One (Video)
Essentials of English Grammar by L. Sue Baugh
Focus on Editing: A Grammar Workbook for Advanced Writers by Len Fox
Grammar Makes Sense (with Teacher's Guide) by Beverly A. Dietz
Improving Your Punctuation Skills by Caleb E. Crowell
Power English: Basic Language Skills for Adults by Dorothy Rubin
Punctuation, Capitalization, and Spelling by Bonnie L. Walker
Read English Today-First Steps in Reading for Adults and Teenagers by Mary Stenning Samaras

ENGLISH AS A SECOND LANGUAGE

Cambridge Preparation for the TOEFL Test by Jolene Gear (ABE ESL)
English as a Second Language Oral Assesment (ESLOA) by Joye Jenkins Coy and others
English for Arabic Speakers (Audiocassette) (ABE ESL)
English in Tune (Audiocassette)
English Pronunciation Self-Practice Tape (Audiocassette)
Everyday English (Audiocassette) by Barbara Zaffran and David Krulik
The Facts on File English/Spanish Visual Dictionary: Look up the Word from the Picture, Find the Picture from the Word by Jean Claude Corbeil (ABE ESL)

ENGLISH AS A SECOND LANGUAGE (cont'd)

Get Ready, Go, Home Free byKathleen Santopiertro
How to Get a Green Card: Legal Ways To Stay in the U.S.A. by Loida Nicolas Lewis
In the Real World:Activities for Oral and Written Communications
by Samuela Eckstut-Didier
Ingle en 20 Lecciones: Curso Para Aprender el Ingles Sin Maestro y Para Uso Escolar: Con un Sistema Simplificado de Pronunciacion Fonetica by R. Diez de la Cortina (ABE ESL)
Longman English Grammar by L. G. Alexander and R. A. Close
The Macmillan Visual Dictionary by Jean Claude Corbeil
The New Oxford Picture Dictionary by Eric Charles Parnell
English/Japanese Edition
English/Korean Edition
English/Polish Edition
English/Russian Edition
English Spanish Edition
The Oxford-Duden Pictorial Portuguese-English Dictionary by Helena Monteira Furtado & John Pheby (ABE ESL)
Picture Stories by Fred Ligon
Reading for TOEFL by Educational Testing Service
Renyi Picture Dictionary/ Japanese and English by Kathryn Adams
Renyi Picture Dictionary/ Polish and English by P. O'Brien-Hitching and Kathryn Adams
Renyi Picture Dictionary/ Portuguese and English by Manuela Marujo and Kathryn Adams
Renyi Picture Dictionary/ Spanish and English
The Rinehart ESL Workbook for Writers by Charles Hall
Side by Side: English Grammar Through Guided Conversation by Steven J. Molinsky & Bill Bliss (ABE ESL)
TOEFL Test of English as a Foreign Language
VocabuLearn Portuguese/Ingl^es Level II (Audiocassettes)(ABE ESL)

FAMILY

Child Abuse: Opposing Viewpoints by Katie DeKoster and Karin Swisher
Developing Capable People (Video) by J. Stephen Glenn
Everything You Need to Know About Family Violence by Evan Stark
Family Literacy: Community and Family Life Materials: a Guide to Recent and Recommended Books by Martha A. Lane and others
I Wanna Be the Kinda Father My Mother Was: Book and Cassette Tape
Reading with Children by Lester L. Laminack
What Will School Be Like? by Clairece Booher Feagin

Stratford Library Association

Lifelong Literacy Project

Books, Tapes and Software for 1993*

HEALTH

Childbirth Preparation Program by Arthur Ulene (Video)
Everything You Need to Know about a Drug Abusing Parent by Frances Shuker-Haines
Everything You Need to Know about HIV Positive
Everything You Need to Know about Sexual Abuse by Evan Stark and Marsha Holly
Everything You Need to Know about Smoking by Elizabeth Keyishian
Everything You Need to Know about Teen Motherhood by Jane Hammerslough
Everything You Need to Know about Teen Pregnancy by Tracy Hughes
Everything You Need to Know about Teen Suicide by Jay Schleifer
Pregnancy and the Pre-Natal Period by John Tyson (Video)
Straight Talk with Your Gynecologist: How to Get the Amswers That Will Save Your Life by Eddie C Sollie (616.951 S688S)
Women's Encyclopedia of Health and Emotional Healing: Top Womwn Doctors Share Their Unique Self-Help Advice on Your Body, Your Feelings and Your Life by Denise Foley nd Eileen Nechas
You Can Give First Aid by Kim Bowman (ABE Life Skills)

GED

Pre-GED Litrature and the Arts by Rochelle Kenyon
Steck-Vaughn GED Comprehensive Review Book: Literature and the Arts, Mathematics, Science, Social Studies, Writing Skills, Writing Samples by Susan D. McClanahan
Steek-Vaughn Pre-GED Mathematics by Elizabeth Strauss
Steck-Vaughn Pre-GED Science by Elizabeth Strauss
Steck-Vaughn Pre-GED Social Studies by Elizabeth Strauss
Steck-Vaughn Pre_GED Writing Skills by Elizabeth Strauss

HISTORY

Amelia Earhart by Corinn Codye Scott and James Balkovek
American Holidays: Exploring Traditions, Customs and Backgrounds by Barbara Klebanow and Sara Fischer
America's Story by Vivian Bernstein
Champions of Change: Biographies of Famous Hispanic Americans by Thomas J. Powers & Jose L. Galvan
Getting the Real Story: Nellie Bly and Ida B. Wells by Sue Davidson
Polish Roots=Korzenie Polskie by Rosemary A. Chorzempa

LAW

Divorce and Child Custody: Your Options and Legal Rights by Deanna Peters & Richard L. Strohm
Nolo's Simple Will Book by Denis Clifford
Unmarried Couples: A Guide to Your Legal Rights and Obligations by Elliot D. Samuelson

Stratford Library Association

Lifelong Literacy Project

Books, Tapes and Software for 1993*

MATH

Contemporary's Math Skills that Work: a Functional Approach for Life and Work by Robert Mitchell
Vocational Math Series by David H. Wiltsie

MONEY

Downsize Your Debt: How to Take Control of Your Personal Finances
by Andrew Feinberg

READING

Dr. Jekyll and Mr. Hyde by Elaine Kirn
Dracula by Bram Stoker (audio cassette)
The Easy Way by Tana Reiff
Edgar Allan Poe's Tales of Terror by Les Martin & others
Expressions: Stories and Poems by Pat Fiene
Fighting Words by Tana Reiff
Frankenstein by Larry Weinberg & Mary Shelley (audio cassette)
Help When Needed by Tana Reiff
King Kong by Judith Conaway & others
The Phantom of the Opera by Kate McMullan & others
Phonics for Reading: First Level: Teacher Guide by Anita L. Archer
Raised Up Down South by Lee Sheridan
Reading for Tomorrow by Linda Ward Beech and Tara McCarthy
Road to Somewhere by Tana Reiff
A Robot Instead by Tana Reiff
20,000 Leagues Under the Sea by Judith Conaway & others
The Vampire by Les Martin & others
Viewpoints: Nonfiction Selections by Sauk Chief Black Hawk and Cathy Niemet
Words on the Page, the World in Your Hands: Prose and Poetry by Catherine Lipkin and Virginia Solotaroff

SPELLING

The Terrible Speller by William Proctor

TUTORS

Books for Adult Readers by Wichita Public Library
THE ESL Teacher's Book of Lists by Jacqueline E. Kress
Guidelines to Teaching Remedial Reading by Lillie Pope
The Library as Literacy Classroom: A Program for Teaching by Marguerite Crowley Weibel

TUTORS(continued)

Litstart: Literacy Strategies for Adult Reading Tutors by Ed Robson
Project Lifelong Learning (Video)
Reader Development Bibliography
Special Reading Problems: Some Helps by Susanne Miller and others
Spotlight on Literature: Teachers Guide by Burton Goodman
Teaching Adult Beginning Readers by Alan M. Frager
Tutor: Techniques used in the Teaching of Reading by Ruth J. Colvin
What's Whole in Whole Language? by Kenneth S. Goodman

WRITING

The Laubach Way to Cursive Writing: Teacher's Guide by Kay Koschnick
The Rinehart Handbook for Writers by Bonnie Carter and Craig Barnwell Skates
Writing Letters: Personal and Business by Larry Parsky and Donn Mosenfelder

MISCELLANEOUS

Adult Children of Alcoholics by Janet Geringer Woititz
All about Outlets in New England: Guide to Factory and Off-Price Shopping by Andrea Brox
The Beastly Book: 100 of the World's Most Dangerous Creatures
by Jeanne K. Hanson and Glenn Wolff
The Encyclopedia of Ghosts and Spirits by Rosemary Guiley
Everything You Need to Know about Codependency by Al Septien
Everything You Need to Know about Dating by Diane Kolyer
Everything You Need to Know about Skin Care
Exterior Finishing: Siding, Roofs, Decks, and Porches
Forty Wacks: New Evidence in the Life and Legend of Lizzie Borden
by David Kent
Hardy Roses: An Organic Guide to Growing Frost- and Disease-Resistent Varieties by Robert A. Osborne
Helter Skelter: The True Story of the Manson Murders by Vincent Bugliosi and Curt Gentry
How to Have a Big Wedding on a Small Budget: Cut Your Wedding Costs in Half–or More! by Diane Warner
Making Love Stay by Peggy Vaughn and James Vaughn
Paper Magic by Jane Gordon-Clark
The Power of Magic: Secrets and Mysteries Ancient and Modern by Derek Parker and Julia Parker
The Well Cat Book: the Classic Comprehensive Handbook of Cat Care
by Terri McGinnis
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